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17. ABSTRACT (MAX. 250 WORDS)

The Bishop Union Elementary School District Compensatory Education Project proposed to study the socio-economic and anthropologic impact of the Piute Indian culture on the educational development of the children as it related to learning in the formal educational environment. A pre-school program for four-year-olds was established, and parent education was provided, with an emphasis on the importance of children's completing an educational program.

Activities included a class for four-year-old Indian children which met for two hours daily in a kindergarten room. This class centered on educational readiness and training in classroom and school routines. Individual testing by the district psychologist was completed for each boy and girl. Field trips were scheduled, and monthly meetings for parents were held to discuss the program of the classes. Individual and small group remedial instruction was given to upgrade achievement of the Indian pupils who tested below grade level.

One of the most beneficial results was the increased interest of the Indian boys and girls and their parents in the school and its program. Enthusiasm of the children demonstrated the success of the program.

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BISHOP UNION ELEMENTARY SCHOOL DISTRICT COMPENSATORY EDUCATION
PROJECT NARRATIVE REPORT 1963-64
October 30, 1964

PURPOSE: To study the socio-economic and anthropologic impact of the Piute Indian culture on the educational development of the children as it relates to learning in the formal educational environment; assist with correction of the imbalance between their potential and achievement by providing a pre-school program for 4-year-olds; provide parent education with emphasis on the importance of their children completing an educational program, including secondary graduation, further training, and occupational achievement; ascertain what must be provided for the Indian students to motivate continuous progress toward this goal; determine the benefits of remedial instruction and personal counseling in upgrading their educational and occupational achievement.

ACTIVITIES: A class for 4-year-old pre-school Indian children met for two hours daily in a kindergarten room and centered on kindergarten or educational readiness and training in classroom and school routines. Individual testing by the district psychologist was completed for each boy and girl. Field trips, both walking and by bus, were scheduled to the airport, dairy, post office, etc. Monthly meetings for parents of both pre-school and regular school India.. children were held to discuss the program of the classes, requirements of future education, and evaluation of the pupils' progress. Individual and small group remedial instruction as needed was given to upgrade achievement of primary, middle, and upper grade Indian pupils who tested below grade level, and those who were average or above were guided into enrichment programs. An individual counseling program for seventh and eighth graders produced noticeable results in motivating interest in the future; occupational and interest inventory test results and the high school program and requirements were discussed with each eighth grade boy and girl. Special emphasis was given to achievements of Indian students, one of whom, a boy, was outstanding in his leadership as student body president. A community advisory committee was organized for assistance, guidance, and evaluation of the project and to provide liaison with other agencies of the area that could assist with the special problems of the Indian boys and girls.

RESULTS: All parts of the project showed satisfactory results although lack of time made it impossible to cover thoroughly or provide as much of the program for the individual Indian pupil as was thought to be necessary to show some kind of measureable result. The pre-school program accomplished most of the expected outcomes, and some hard type data for evaluation. The most beneficial result, and one of the objectives, was the increased interest in the school and its program by the Indian boys and girls and by their parents. Additional hard type data is being gathered in the second year of the project and will provide a more specific basis for proving the accomplishment of the objectives of the project. The most noticeable fact has been that the real results are being gained from the pre-school and primary programs. Results will be accomplished in the middle and upper grades, mostly through individual counseling and parental contacts. It is probably too late for remedial work to help the seventh or eighth grade Indian pupil as he is too close to the apathy of his culture and needs individual assistance in creating a better image. Teacher-Indian pupil understanding needs to improve and community concern for these students and their lack of achievement must be further aroused.

EVALUATION: Although the project was able to cover only a part of the total program, each activity provided a great deal more for the welfare and future of the Indian student than had been available before. The statistical data cannot possibly show the actual enthusiasm for school as evidenced by the pre-school pupil, nor the joy and hope in the faces of the parents of these 4-year-olds when told of the potential of their children at the conferences following the individual testing. Statistics and figures will come forth and can be used to prove or disprove the values and accomplishments of various phases of the project; however, it may take six or more years to actually see the "fruits of the labor." In quick summary, it was a successful first year and most beneficial for the Indian boys and girls in the Bishop Union Elementary School District, particularly for those in the pre-school class.

SIDNEY L. GARDNER, District Superintendent
Director and Supervisor of the Project